

Faculty of Architecture

Academic Board Review Phase 2

2004 Self-Evaluation Report

10 May 2004

SER SECTION 1: FOLLOW-UP TO 2003 PHASE 1 REVIEW

This section covers:

GOAL 1: QUALITY TEACHING AND LEARNING: *The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally.*

Implementation of 2003 Academic Board Review Recommendations

<p>Recommendation 1: Internal Communication Systems</p>	<p>“Notwithstanding the clear success of the restructuring, the Review Team supports the Faculty in its commitment to continue working towards improving communication and towards strengthening the sense of community throughout the Faculty. In developing its systems of communication, the Faculty needs to develop a stronger sense of ownership across the Faculty of key documents, such as the Teaching and Learning Plan and Self-evaluation Report. The Team noted the views expressed in some quarters that the dissolution of the old departments had resulted in a reduction in contact with students and encouraged the Faculty to find ways to rebuild this.”</p>
<p>Actions taken by Faculty to date</p>	<p>The Faculty applied for and successfully received a 2003 TIF Grant for three projects, including implementing a Faculty-wide Intranet Communications System – with Dr Kirsty Beilharz, Project Manager. As a result, the Faculty now has a staff Intranet and has been developing a student intranet to address this perceived problem.</p> <p>The Faculty Intranet is designed to give staff and students a one-stop shop. Two of the innovative inclusions are galleries for the displaying by students of their own work and a news section with Faculty activities, student news, staff news and global activities.</p> <p>The staff part of Intranet Project has been up and running since late 2003 – now has the T&L Plan, Self-Evaluation Report, AB Review, etc. all on-line and available to staff. For the student part of the Intranet Project – accrurement of sample of student work commenced, areas for inclusion have been identified (technical trouble-shooting and reporting, a gallery of student submissions has been established, interdisciplinary discussion forums, staff-student e-noticeboard, student bulletin board, portal for direction to community groups [e.g. Planning, Design Computing, Architecture], news, policy documents and forms, connections to USYD intranet, SAC forms, student showcase for employers).</p> <p>The first stage of the student intranet has completed construction. The server for its purpose has arrived last week and is ready for uploading files. This phase includes news globally and in the Faculty; an extensive gallery including various representations of media – images, digital, architecture, show reels (linear), 3D modelling – to</p>

	<p>increase awareness and sharing of our interdisciplinary work; FAQ for students addressing many areas in which students indicated clarification is beneficial. A second phase including secure database elements is planned when further funding is found. The purpose of the intranet is multi-user, community-building, formal and informal communication and conveyance of information. This distinguishes its functionality and purpose from WebCT used for teaching.</p>
Further planned actions	<p>Regarding the staff Intranet – no further action other than regular updating is needed.</p> <p>The student segment of Intranet continues under development: AsProf Peter Phibbs (Policy), Dr Kirsty Beilharz (Web Design) and Dr Andy Dong (Intranet Security) are directing construction with input from students. To date: 300 students surveyed, 3rd year 2003 BDesComp project designed the student portion of Intranet. Final building is currently being completed; rollout expected before second semester 2004 to coincide with term start.</p> <p>An evaluation of the prototype by the student community will take place during Semester 2, 2004. Students were asked to fill out questionnaires indicating content that would be helpful. Students will again be asked to evaluate the intranet in progress. Launch date is currently planned to coincide with the building launch (11 June 2004). Delays arose ordering the server.</p> <p>Dr Beilharz will manage the project delivery and discipline heads will be responsible for relevant content.</p>
Faculty evaluation of effectiveness of actions	<p>The staff portion of the Faculty Intranet is up and running, is clear, usable and highly used, and is greatly aiding internal staff-staff communications. These sections of the Intranet have been a boon to intra-Faculty communication. The same is hoped and expected for student sections of the Intranet, eg, the facility for students to post work and correspondence is expected to build communication and community both within the undergraduate students and within the graduate coursework and research students. Students have been involved in the development and have given useful and positive feedback during the process. Staff response to the intranet has been positive especially with respect to intra-Faculty communication.</p>
2004 Review Team's comments	
2004 Review Team's conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 3:¹ Internal Communication Systems	“The processes for disseminating University policy (such as, for example, Academic Board policy on academic honesty and intellectual property) should be reviewed to ensure that they are drawn to the attention of all staff and students, who should have access to the actual policies, rather than only being made familiar with the essence of them.”
Actions taken by Faculty to date	The above recommendation was another reason for the Faculty Intranet Project: As stated in the response to Recommendation 1, the staff part of Intranet Project is fully up and running – now has the T&L Plan, AB Review, etc. on line, with links to relevant University documents. The Head of School and staff of the Academic Support Centre update the Staff Intranet on a regular as needed basis. Two student handbooks have also been prepared for 2004: a graduate student handbook and an undergraduate student handbook. These handbooks contain details of Academic Board Policies and relevant links where appropriate. They have been distributed to all students in the Faculty. A part-time teacher’s handbook has also been prepared. Finally a manual for new staff is also under preparation
Further planned actions	No further action required.
Faculty evaluation of effectiveness of actions	The staff portion of the Faculty Intranet is clear, usable and highly used. The Intranet has provided the delivery vehicle for drawing staff attention to University policy – with a synopsis on the Intranet page and a link to the policy. It seems to be an effective tool in enhancing staff-staff communication and staff communication regarding University as well as Faculty policy. The handbooks have been warmly received and deemed very useful.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

¹ This is Academic Board recommendation #3, but inasmuch as it also dealt with the same issue as #1, internal communication, it has been moved to this position for the flow of the presentation.

<p>Recommendation 2: Academic Staff Workload</p>	<p>“The Faculty is commended in its recognition of and commitment to improving the issue of workload for teaching staff. The development of workload models and the recent new staff appointments are welcomed. However, the Faculty needs to continue to consider ways to keep to a minimum the impact of increasing staff-to-student ratios on both the staff and the student experience.”</p>
<p>Actions taken by Faculty to date</p>	<p>The Faculty has a unanimously approved Workload Model. Mr Bruce Forwood, as Head of School, is monitoring this and working with staff to implement the Faculty workload model and reduce teaching loads. The Academic Board recommendation has been discussed at School Board Meetings, and staff have made a number of suggestions that the HoS has considering and implemented. For example, new policies on minimum class sizes are in place for electives (currently 12 students), and electives have been cancelled where numbers are low or where staff are overloaded.</p> <p>New academic hirings in 2004 have further helped the situation (with one more new academic staff member joining in July). Two more positions are under advertisement (one perhaps for July filling), and six more have been initiated by the Dean, discussed at the PMAC and approved in principle for advertising for 2005 take-up. A new Graduate Teaching Fellows program (GTFs) initiated by the Dean for implementation in July 2004 will further reduce the teaching load for academic staff by providing teaching assistance in large-enrolment courses and for overloaded staff (at the same time as providing valuable teaching experience for future academics). In the interim, very busy staff are being provided with funds to employ research students to assist as PT casuals with teaching related administrative tasks.</p> <p>Furthermore, in staff meetings in late 2003, academic staff took the view that if in the short term the ability to reduce workload was limited, an important issue was the need to make improvements to the workplace. The School currently sponsors an exercise program for staff in conjunction with the Sports Union; other initiatives including improved catering for staff giving evening classes and better internet access from staff residences are being implemented.</p> <p>Regarding graduate units under very high demand, the Faculty has implemented a capping program to bring large graduate coursework units to workable numbers, and to cap large enrolment graduate coursework programs (especially in the digital suite).</p> <p>Finally, the Faculty is in the early stages of converting all units (first undergraduate, then graduate) to 6 cp. In so doing, the Dean has challenged each working team to reduce the number of units on our books by 30% per program area, and to rationalise low-enrolment but valuable units so they are offered once every second year in a regular time slot. Both actions will further reduce</p>

	teaching loads and are expected therefore to improve teaching quality.
Further planned actions	<p>While it is expected that the new teaching appointments and advertised positions, along with the Graduate Teaching Fellows Program will ameliorate much of the staff-teaching overload, there remains an additional longer-term issue. At present the Faculty is working on an average academic load of 50% teaching, 30% research and 20% administration. It is often hard to identify the actual teaching workload of a member of staff, as many of the units are team-taught, making it difficult to identify real teaching loads. Related are concerns that there is a growing tendency for some staff to coordinate three or four units of study at the same time and then say they have no time to teach. The Head of School is charged to monitor load, to implement the workload model and to therefore reduce teaching loads. He has also been asked by the Dean to also address these latter concerns, to increase the minimum size of electives to 15 students, to insure the rationalising of low-enrolment but valuable units, and to help insure the reduction in overall numbers of units hopefully by ca 30% during the 6 cp conversion.</p> <p>Staff are being trained in digital graphic presentations, and equipment to support digital presentations by staff is being purchased.</p>
Faculty evaluation of effectiveness of actions	Considerable progress has been made on long-term staff teaching overload, with the above initiatives still to be put to practice and monitored for quality assurance, but increases due to increased mostly graduate coursework load are difficult to manage in the short term.
2004 Review Team's comments	
2004 Review Team's conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 4: Units of Study Syllabi – Graduate Attributes	“It is recommended that the Faculty implement strategies to ensure that the graduate attributes relevant to units of study are made more explicit to students, particularly in unit of study outlines.”
Actions taken by Faculty to date	The new Faculty <i>Handbook</i> for students has incorporated relevant information, with most of the UG units now carrying this information in the <i>Handbook</i> . The Dean asked the Teaching & Learning Committee to work on five related matters, of which this was one, and to bring firm recommendations for implementation to Faculty this semester. The Teaching and Learning Committee under the leadership of the AD (Teaching & Learning) have developed a list of graduate attributes for both undergraduate and graduate units of study based on Academic Board guidelines, and have also developed a standard Unit of Study Syllabus which includes a section on graduate attributes. The syllabus proforma will be lodged on the Faculty Intranet, and is being used for the current conversion of all units to 6 cp. It will also be offered to the College and through the Academic Board for migration to any other interested Faculties.
Further planned actions	Other than insuring the implementation of this initiative – no further action required.
Faculty evaluation of effectiveness of actions	Staff have embraced the new graduate attributes, and are implementing them with the conversion of units to 6 cp. The move this semester to uniform 6 cp units is greatly assisting the implementation of this recommendation.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

<p>Recommendation 11:² Unit of Study Syllabi – Response to CEQs & SCEQs</p>	<p>“Noting that many staff did not appear to be aware of the key issues emerging from (S)CEQ results, the Team recommended that the Faculty’s processes are revised to ensure that the outcome of student evaluations (from CEQs, SCEQs, and staff/student consultative committees) is appropriately analysed, discussed and responded to within the Faculty and disseminated to staff across the Faculty. In accordance with Academic Board policy, students need to be advised of the outcomes of student feedback.”</p>
<p>Actions taken by Faculty to date</p>	<p>The Dean has asked the Teaching & Learning Committee to investigate this, and to bring firm recommendations to Faculty this semester, with an eye to creating a uniform unit of study syllabus proforma, on the Faculty Intranet, that would have a segment requiring all staff to insert a summary of relevant SCEQ and unit of study evaluations, followed by a statement of how the unit has been changed and improved in the light of that feedback. HonAsProf Peter Smith reviews all CEQ ad SCEQ results on an ongoing basis, and reports to Faculty on these results on a regular basis. It is also interesting that while teaching quality has markedly improved over this period according to students, their overall satisfaction has declined equally dramatically. This would suggest that it is in other aspects of their service that they are dissatisfied.</p>
<p>Further planned actions</p>	<p>To hold a Faculty Forum on Evaluation (sponsored by the T&L Committee) once every semester.</p>
<p>Faculty evaluation of effectiveness of actions</p>	<p>Too early to tell; will be monitored by the T&L Committee throughout 2004.</p>
<p>2004 Review Team’s comments</p>	
<p>2004 Review Team’s conclusions</p>	
<p>Details of implementation (including time line if appropriate)</p>	

² This is Academic Board recommendation #11, but inasmuch as the Faculty’s response is similar to issue #4 regarding unit of study syllabi, it has been moved to this position for the flow of the presentation.

Recommendation 5: Staff Development	“The Faculty is encouraged in its stated commitment to ongoing improvement in teaching and learning practices and to achieving wider involvement of staff (including those of longer standing) in the latest developments in the theory and practice of teaching (see Self-Evaluation Report (s. 2 (b)). It is suggested that greater use could be made of staff development opportunities offered by the University’s Institute of Teaching and Learning.”
Actions taken by Faculty to date	The Faculty requires that all new, incoming academic staff, unless they have significant prior teaching experience, undertake and complete the three-day ITL Workshop on Teaching and Learning and, soon thereafter, the full GradDip in University Higher Education as a part of its mandatory confirmation criteria. The Faculty is also advertising for and will hire hopefully in time for second semester 2004 a new Teaching Support Officer to assist staff with teaching innovations, including but not limited to the development of more WebCT delivery.
Further planned actions	No further action required.
Faculty evaluation of effectiveness of actions	The quality of teaching has improved year by year, with undergraduate student SCEQs now among the highest in the University (especially from the BDesArch program). Teaching can and will improve more, especially in the graduate coursework area, but is now generally very good across the board, with no known areas of great deficiency.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

<p>Recommendation 6: Migrating the Tutor-Training Program</p>	<p>“The Faculty is encouraged to develop a more formalised approach across the Faculty to the recruitment, orientation and support of Design Tutors and other visiting and sessional staff. This could build on good practice already existing in some areas.”</p>
<p>Actions taken by Faculty to date</p>	<p>A second part of the 2003 TIF Grant, under the co-direction of Ms Kristine Sodersten, HonAsProf Terry Purcell and Dr Harry Margalit, is to migrate our already acknowledge Tutor Training Program across the Faculty. The Faculty’s very successful Tutor Training Program for all design tutors in the BDesArch degree is currently being migrated across the BDesComp and BArch undergraduate programs, with discussion about migrating it also across the 13 graduate coursework programs.</p> <p>Organisation of intensive tutor training workshops has occurred for both undergraduate and graduate programs. The relevant part-time teaching staff (both tutors and lecturers) were identified, and workshops were scheduled. We were somewhat hampered in our implementation in 2003 by the absence for part of the year of the ITL’s Dr Christine Asmar, who assisted the Faculty in previous years with tutor training. With Dr Asmar’s return, however, the training workshops funded by the TIF Grant, and these will run into 2004.</p> <p>As a result of the TIF Grants, the faculty has implemented a program and a series of policies to increase the effectiveness in teaching of its part-time casual teaching staff. In 2004 the policies and program are being trailed for undergraduate classes where the part-time casual tutors form more than 50% of the teaching staff. Firstly, the relevant program committee formally interviews all potential tutors to ascertain their suitability before recommending their hiring to the Head of School. Secondly, the tutors are now paid for a three-hour introductory teaching workshop at the beginning of semester and a three-hour feedback workshop at the end of semester, as well as for their actual teaching time. Thirdly, the students in their groups evaluate the tutors’ teaching at mid semester, handing the feedback to the program coordinator who gives copies to the relevant tutor. The evaluation is based on the ‘three helpful things’ and ‘three things that can be improved’ model. The tutors summarise the comments and report in writing and in discussion to the students on their responses to the feedback, including actions they propose to take. This summary sheet is copied to the program coordinator. Fourthly, teaching workshops are being held for all new tutors to the program. Fifthly two new teacher-training programs have been implemented. Assistant tutors and ‘design mentors’ (depending on the program) from Years 4 and 5 BArch work with a senior tutor and a group of students in Years 2 and 3 of the B Des Arch, and undertake a workshop training program in introductory design teaching concurrently. A casual teaching staff manual is</p>

	being trialled in 2004 for all casual staff.
Further planned actions	Specific workshops for tutor training, with support documents for tutor information. CST has requested that one of our leaders in tutor training, Ms Kristine Sodersten, work with others in the College to see how the best practices in tutor training can be further migrated across the College and to other faculties.
Faculty evaluation of effectiveness of actions	Very successful in the BDesArch and BArch Programs (ca 50% of EFTSUs); early days in BDesComp and the 13 graduate coursework programs.
2004 Review Team's comments	
2004 Review Team's conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 7: Wider Use of WebCT	“While it is acknowledged that there may be courses (such as those based in the studio) where WebCT may be of limited or no use, it is recommended that a more co-ordinated approach is developed to the use of WebCT be implemented across the Faculty.”
Actions taken by Faculty to date	A program of WebCT boards was planned by Professor Tom Heneghan and architecture staff for integration with studio-based teaching in both BDesArch/BArch program during the latter part of 2003. The plan was modelled on the experience of the architecture program at the University of Hong Kong, where design tutors supplement face-to-face teaching by short daily web-based discussions. The system has not yet been implemented at Sydney, partly because of the administrative workload for the co-ordinating academics who would be involved in constantly up-dating the changing student and tutor lists, and because of the extra workload the WebCT system would place on part-time tutors. The imminent hiring of the new Teaching Support Officer, with necessary expertise in WebCT, will greatly assist the implementation of this recommendation. We note, however, that staff familiarity with WebCT and utilisation can still increase to offer flexibility of access to teaching materials. Students do not view it as a substitute for face-to-face learning.
Further planned actions	We will monitor carefully the further implementation of WebCT materials after the new Teaching Support Officer takes up his/her position.
Faculty evaluation of effectiveness of actions	The Teaching and Learning Committee is considering implementation of a monitoring system, with a view to it being set up for second semester 2004.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 8: Professional Links for the BDesComp Program	“The Faculty clearly has strong and effective professional links for most areas. However, in light of student feedback (see s. 5.20), it is suggested that the Faculty may wish to consider ways to strengthen such links in the area of Design Computing.”
Actions taken by Faculty to date	<p>The academic staff teaching in the Bachelor of Design Computing program, under the leadership of Professor Mary Lou Maher, are developing professional (job-opportunity) links through the invitation of professionals to participate in studios, the appointment of adjunct academic staff from industry, and invitations to potential employers to end of year student design exhibitions. David Marchant, prominent Design IT professional, has been appointed Adjunct Associate Professor. Design computing professionals now help develop and deliver the content of the 3rd year BDesComp studios, with follow-on opportunities for students to present their design work at appropriate design offices. Many of the lecture-based units of study bring in professionals to deliver lectures on their experiences. A final year Design Computing Student Exhibition is now organised by the Faculty. In 2003 this was coordinated with the Research Conversazione organised by ECE and the School of IT, where key industry leaders and firms were invited to showcase their firms and meet with potential student graduates.</p> <p>Under the encouragement of the Dean, the undergraduate and graduate design computing programs, combined with the graduate digital media program, have formed a Professional Advisory Committee (PAC), comprised of leading professionals in the design computing/digital media industries, to advise on any and all aspects of the undergraduate BDesComp and graduate MDesSc(DesComp) (DigMed) programs. The inaugural meeting of this PAC will occur before second semester 2004.</p>
Further planned actions	No further action required.
Faculty evaluation of effectiveness of actions	The planning seems excellent, with BDesComp students having much closer contact with relevant professionals. The new PAC will further strengthen the professional and industry ties of these three programs.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 9: Regular Offering of Units of Study	“Mechanisms should be implemented to ensure that, as far as possible, advertised units of study are offered.”
Actions taken by Faculty to date	This recommendation relates to workload issues. Cancelling units of study with small enrolments increases budget efficiencies and helps reduce workloads. The HoS with the Manager, Student Administration, now routinely checks the active unit list for the following semester, and removes low-enrolment units. As part of the conversion to 6 cp, the Dean has asked all program areas to delete any units not taught in the past two years, and to rationalise low-enrolment though valuable electives so they are offered once every second year in a regular time slot.
Further planned actions	The HoS will continue to monitor low-enrolments units and effect cancellations. The move to 6 cp by 2005 is providing an opportunity to remove units not offered or needed, to rationalise others and to consolidate others. .
Faculty evaluation of effectiveness of actions	The issue seems to be resolved, especially in the light of the conversion to 6 cp and corollaries, but bears watching.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

<p>Recommendation 10: Graduate Research Student Management Plan</p>	<p>“It is recommended that the Faculty review its management plan for postgraduate research student support and training with a view to ensuring minimum standards of quality across the Faculty. Matters suggested for particular attention include:</p> <p>“(i) the need to develop a stronger and more active research community across the Faculty, and thereby avoid the sense of isolation currently experienced by some students.</p> <p>“(ii) the need to develop appropriate strategies for safeguarding the quality of postgraduate research supervision. For example, one strategy could be to require supervisors to complete the Postgraduate Supervision Development Program run by the University’s Institute for Teaching and Learning.</p> <p>“(iii) the need for a more co-ordinated and systematic approach to resource support for postgraduate research students. The aim is to ensure that research students across all discipline areas receive appropriate levels of resource support and that they are made better aware of the resources available to them.”</p>
<p>Actions taken by Faculty to date</p>	<p>(i)The Faculty Intranet partially addresses the first of these matters (see Recommendations 1 & 2 for details). Other developments to date include: with active encouragement from the Dean, 3-1/2 out of 5 disciplinary research groups now hold regular research seminar series, and the others are encouraged to do likewise; and with the direct encouragement and support of the Dean, the graduate research students have applied for and received funding from SUPRA to organise Faculty-wide research student social events, both of which initiatives are aimed to increase intra-group and inter-group communications.</p> <p>(ii) The Associate Dean (Graduate Studies) monitored student research progress annually, interviewing new students half way through their first year to identify any problem areas, calling for and reviewing annual research progress reports, following up on any problem areas, and conducting spot checks of progress toward degree. The Associate Dean (Research), Professor John Gero, is now responsible for implementing the CST/Faculty Research Management Plan. In addition to what has been done in the past, the annual interview of each research student will be carried out more formally and all items in the Faculty’s Research Management Plan will be monitored closely for QA and implementation.</p> <p>Student expectations in terms of supervision, resources and output will be monitored and compared with the Faculty’s and CST Research Management Plan, particularly during the first year. Expectations concerning research publications will be made uniform across all research groups.</p> <p>It is expected that the Postgraduate Research Support (PRS) Scheme will have its funds augmented to allow more PhD students to present their research at international conferences.</p>

	<p>Furthermore, new and/or inexperienced research supervisor staff are now required as part of their confirmation to complete the Postgraduate Supervision Development Program run by the University's Institute for Teaching and Learning. There is monitoring of supervisor performance and any who need remedial action can only act as associates.</p> <p>(iii) The Associate Dean (Research) and IT Staff Supervisor, Professor John Gero, has surveyed all PhD students to determine actual levels of infrastructure support, and rectified known discrepancies (mostly in the area of uneven computer support – now corrected). Very importantly, the Faculty also provides – and has for many years – dedicated shared office space for full-time research students, including access to phone, photocopying, inter- and intranet, etc. In the case of Design Computing & Cognition research students, the largest group, a new \$600k mezzanine has been created (funded 50/50 by CDP and the Faculty), with entirely new furniture (funded by the Faculty with some discipline assistance). Considerably more modest shared offices have been created for Architecture & Allied Arts (AAA) and for Environment, Behaviour & Society (EBS) PhD students.</p> <p>The new Graduate Teaching Fellows (GTF) program being initiated by the Dean will address issues of opportunities for tutoring, etc., as well as providing another source of financial support for full-time research students.</p>
Further planned actions	<p>It is hoped that the two remaining research groups (Architecture & Allied Arts and Architectural Science) will also launch a regular research seminar series.</p> <p>The student portion of the Intranet Project will have a subsection for research students.</p> <p>Under consideration is the post of a new Assistant Dean specifically for research students – to further monitor progress and to provide a more consistent approach to resource allocation (to be further considered for implementation from 2005).</p> <p>IT support for research students has been improved with further improvement in infrastructure, targeted specifically at research students, mooted but awaiting funding. Shared research offices especially for three research groups (Urban & Regional Planning & Policy, Architecture and EBS) still need attention – the Faculty is looking forward to the long-awaited announcement from the DoGS about shared central/college infrastructure support for graduate research students.</p>
Faculty evaluation of effectiveness of actions	<p>There is considerably more intra-group research communication, and the beginnings of more Faculty-wide inter-group communications than in 2003.</p> <p>Research supervision monitoring has pinpointed a couple of problem spots, which have been rectified.</p> <p>Some senior members of staff still have too many supervisees, but this is accounted for in that they are supporting some new students while new staff members serve their one-year research associate supervisory period.</p>

	IT services are now continually addressed; the provision of new computers to all FT research students has occurred. Office space for PhD students is much improved for one disciplinary group, but awaits the infusion of funding as part of Stage 3 of the Wilkinson Building Renovations for three more disciplinary groups.
2004 Review Team's comments	
2004 Review Team's conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 12:³ Evaluation of Studio-Based Teaching	“The Faculty is encouraged to develop a student unit of study evaluation questionnaire which is appropriate for studio based work. The University’s Institute of Teaching and Learning may be able to provide assistance.”
Actions taken by Faculty to date	Under continuing encouragement from the Dean, the Teaching and Learning Committee is considering how to do this. The ITL is of the opinion that the current Unit of Study evaluations are relevant to studio teaching, and could be supplemented by the Faculty specific questions. The first step is to develop four Faculty specific questions for the Unit of Study Evaluations. This is underway, but is proving difficult given the diversity of offerings within the Faculty (science and arts based; undergraduate and graduate; didactic and project based). The Dean has renewed his request that this be completed before the end of this semester, and passed by Faculty for implementation for semester two, 2004.
Further planned actions	Possible trial of a studio-based evaluation questionnaire to elicit studio-specific issues.
Faculty evaluation of effectiveness of actions	Too early to tell – the four questions will be trialled, followed by a possible studio-based evaluation questionnaire, and the results compared.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

³ For the flow of the presentation, Academic Board Recommendation #11 has been moved up to follow #4.

Recommendation 13: International Teaching & Learning Benchmarking	“The Faculty is encouraged to establish more formalised [teaching and learning] benchmarking practices with institutions, both nationally and internationally.”
Actions taken by Faculty to date	The third portion of the Faculty’s successful TIF Grant Proposal is for national benchmarking, starting with the largest program in the Faculty, the BDesArch/BArch professional architecture program (ca 40% of all EFTSUs). A formalised international architectural education benchmarking project is underway, directed by Professor Tom Heneghan, with a hired PhD RA assisting. In addition, informal benchmarking is occurring through the Association of Architecture Schools of Australasia (AASA) and the Council of Deans of Architecture and the Built Environment (CoDABE).
Further planned actions	Professor Heneghan is currently the External Examiner of the architecture programs at both The University of Hong Kong and Queensland University of Technology, and will benchmark the Faculty’s undergraduate architecture program against these programs as a matter of course. As part of the first stage of the formalised benchmarking process, Professor Heneghan has travelled to all major architecture programs in Australia, accompanied to some universities by Dr Margalit, Associate Dean (Teaching & Learning), to formally benchmark against the programs of those universities. A report on the benchmarking is close to completion, and will suggest improvements in our own teaching and further directions for benchmarking studies. The report will form a basis for the 2004 Reviews of the BDesArch/BArch program.
Faculty evaluation of effectiveness of actions	Early days in the benchmarking project, with results expected by mid-2004. If it is successful, it will be migrated to other teaching programs in the Faculty, first the other undergraduate program, the BDesComp, and then the 13 graduate coursework programs.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 14: Student Representatives on Faculty Boards and Committees	<p>“In accordance with Academic Board policy, there should be student representatives on Faculty committees (such as the Teaching & Learning Committee, Undergraduate and Graduate Boards of Study, Faculty) (see Management and Evaluation of Coursework Teaching Part 4, s. 2 (1) (a) and (b)). Faculty is recommended to review its processes to ensure appropriate proactive mechanisms for electing student representatives to sit on Faculty committees. Also, it is suggested that there is a need to raise the profile of student representation on Faculty committees among the student body.”</p>
Actions taken by Faculty to date	<p>The Faculty has been and continues to be very proactive in this regard. The Dean recommended to Faculty (approved unanimously) that the number of students on all boards and committees be increased. The Faculty Manager on behalf of the Dean and Head of School annually calls for student representatives for Faculty and all boards and committees. The Dean personally helps the student organisation (SUAS) conduct its annual elections, serving as stimulant, chair of the meeting and receiving officer. Once officers are elected, however, the students have been very slow to nominate and appoint student representatives to the various Faculty committees. The Dean personally reminds the officers at every opportunity about the importance of having students on the various Faculty committees, they agree and assure him they’ll get names “very soon” but seldom does it happen. It is now well over a year, for instance, since we’ve seen a student at any meeting of Faculty or the two senior Boards of Study.</p>
Further planned actions	<p>The long-term solution to this vexing problem is unknown. Perhaps the students are so happy with all decisions taken by Faculty that they feel no need to be physically represented at meetings? Or maybe it’s a sign of the student workload. We quite honestly don’t know the answer or the solution.</p>
Faculty evaluation of effectiveness of actions	<p>Not effective, in that we still have few student representatives attending committee and even full Faculty Meetings. Not clear how to proceed – despite our continual encouragement – to get students to take up the slots available.</p>
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 15: Mid-Year Commencements	“The processes for managing mid-year entry are recommended for review by the Faculty to ensure that students commencing course mid-year receive the same level of information, induction and support as students starting in first semester.”
Actions taken by Faculty to date	The Faculty does not admit students to the BDesArch or BDesComp (ca 50% of EFTSUs) in mid-year. The only undergraduate program with mid-year entry is the BArch (total of ca 90 students per year, with only 10-20 mid-year). Graduate coursework students may commence in either semester, and do. Research students may commence at any time, and do, though they are encouraged to commence only in February-March due to the availability only in first semester of Modes of Inquiry (mandatory unit for all new research students). Undergraduate and graduate student orientations – the same in format but smaller in scale – are now conducted at mid-year for both undergraduate (very few) and graduate coursework students. Research students are oriented mainly by the research group to which they most identify.
Further planned actions	No further action required.
Faculty evaluation of effectiveness of actions	Very effective. No known further concerns.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

Recommendation 16: Further Assisting ESL Students	“It is recommended that the Faculty consider strategies to ensure that students from non-English speaking backgrounds are appropriately supported and made fully aware of the language support provision available in the University, such as that provided by the University Learning Centre.”
Actions taken by Faculty to date	The Faculty was one of the first in the University to raise its IELTS to an average of 7.0 with no segment below 6.5 for all programs, undergraduate and graduate including research; the results were excellent. Our experience is that the few problems, where they exist, are mainly with international students who have completed study in Australia and therefore qualify without having to take or show IELTS scores. Nevertheless, students with poor English skills are identified in the first year of the BDesArch and BDesComp programs. They are now individually sent information about the University Language Centre.
Further planned actions	The Faculty is considering a new Assistant Dean (International), one of whose duties would be supporting all international students including those for whom English is a second language. The same person could support all students, including domestic, from non-English speaking backgrounds. Specific information about support will be posted on the Faculty Intranet. The Faculty is also seriously considering requiring all graduate coursework students, even if they have matriculated from another “college” in Australia, to take the IELTS and show an average result of 7.0 with no segment below 6.5.
Faculty evaluation of effectiveness of actions	English language skills have increased markedly since the introduction of the IELTS=7.0 policy. It is expected that the new requirement for local international students will show great benefits, especially at the graduate coursework level. It is too early to tell; needs to be monitored through the rest of 2004 and into 2005.
2004 Review Team’s comments	
2004 Review Team’s conclusions	
Details of implementation (including time line if appropriate)	

SER SECTION 2:⁴

Response to University Strategic Plan Issues

GOAL 2: DIVERSITY, ACCESS AND EQUITY: *The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.*

2.1 Objectives⁵

- To maintain and enhance the diversity of students in the Faculty.
- To provide access to programs and appropriate support for students from diverse backgrounds and geographical locations through flexible entry requirements and flexible course delivery.
- To foster inter-Faculty educational opportunities through general electives.

2.2 Policies, processes and practices

- Develop effective strategies to encourage, support and retain more women, Aboriginal and Torres Strait Island Australians, people of non-English speaking or disadvantaged backgrounds and international students to help with the achievement of diversity.
- Develop diverse career options for undergraduate students. Units have been introduced to provide a path for students from the BDesArch and to four graduate programs as an alternative to the BArch Program and for BDesComp students to three graduate programs.
- Collect statistics relating to the demographics of students and staff to monitor diversity, and recommend to the relevant Boards programs to encourage the achievement of diversity.
- Increase support for international undergraduate and graduate students including international research students.
- Provide School funds to assist students in financial hardship to pay for compulsory study trips.
- Assist students with disabilities where possible by taking specific measures to minimise the impacts of their disabilities.
- Provide 24-hour access to studios and computer labs so all students have the use of Faculty equipment and places to work regardless of socio-economic status.

2.3 Outcomes

- The Faculty has worked closely with the Disability Services Office to meet the needs of students with disabilities undertaking Faculty programs. These have included meeting with representatives from the DSO to discuss the best career and study options for particular students.
- Progression rates for students with disabilities, where meaningful (due to fluctuating numbers), match or exceed the Faculty progression rate.

⁴ As the QA review documents on undergraduate and graduate student feedback, research supervision and student administrative services, among other services, arrived in the Faculty on 6 May 2004, it has not been possible to give an exhaustive summary or adequate response and feedback to them. They are nevertheless appended to this report for discussion.

⁵ In late 1998, the Faculty of Architecture initiated an extensive strategic planning process, published in 2000 as *Creating the Future: Faculty of Architecture Strategic Plan 2000-2005*. The following sections on Objectives and on Policies, processes and practices are summarised from that document. The Faculty currently is engaged in a major overhaul of the plan, to be completed by mid-2004, which will serve as an ongoing, annually updated strategic plan for the 2005-2010 period.

- Progression rates for students with disabilities match the overall Faculty rate.
- The Faculty has unfortunately had very few Aboriginal or Torres Straight Island (ATSI) applicants in recent years.
- Progression rates for students identified as from non-English speaking backgrounds (NESB) have exceeded the University average, and with the exception of two graduate coursework programs have been very acceptable in absolute terms.
- Progression rates for students identified as from a low socio-economic background are trending upwards after falling in 2000.
- The Faculty has an almost 50/50 male:female student ratio; this has been following the University-wide trend towards more female students than males.
- The Dean has identified a potential donor who would like to assist with scholarship(s) for students with disabilities in the Faculty to encourage them to study the Faculty's programs, and to assist them in that study once enrolled.

2.4 Stakeholder feedback

- Students with disabilities have generally been positive about the support encountered in the Faculty. Staff are made aware of who they are (where desirable), and of their specific disability and needs.
- The lack of ATSI students in the Faculty has been a concern for a number of staff who have worked for many years in the area of Aboriginal housing and urban affairs. The lack of ATSI students notwithstanding, the Faculty has a long history of involvement with the local Redfern community and has been researching and making proposals for housing in the area. This involvement is widely acknowledged by the local Aboriginal community.
- Students from NESB have benefited from the increasing numbers of international students, as staff become more aware of the difficulties facing such students and take steps to address them.
- There is some perception that equipment and materials for the UG programs can be costly. The Faculty has considered launching a computer lease-back program for students.

2.5 Quality assurance processes

- The Student Administration Centre is monitoring disabled and ATSI students.
- A diagnostic test to evaluate English skills and identify weak students is run in the first week of the BDesArch program.
- The Associate Dean (Undergraduate Studies) monitors students identified by year coordinators as being "at risk" due to poor English skills.
- Advertising of school funds available to students in financial hardship for field trips.
- Substantial face-to-face contact time with tutors and staff provides the opportunity for individual students to make staff aware of particularly disadvantages they may experience on a temporary basis.

2.6 Evaluation

- The Faculty is aware of students with disabilities within its programs, and makes considerable effort to alleviate disadvantage. This is reflected in very satisfactory progression rates.
- The dearth of ATSI students within the Faculty is of continuing concern. The Faculty has attempted to attract ATSI students, with one enrolment anticipated in 2004. The Faculty is using its good relations with the local aboriginal community, and with Merrima (Indigenous design branch of the NSW Government Architect's Office) and its director Dillon Kombumerri (a graduate of this Faculty), to attract ATSI students to UG programs.
- The Faculty uses many assessment methods in the UG programs (e.g. drawings, computer-based graphic or virtual space tasks) that do not significantly disadvantage students from

NESB. This is reflected in the very successful progression rates of both the students from NESB and the international UG students.

- The perception that the UG programs are costly in materials and equipment seems more prevalent in lower years. The Faculty is committed to continuing to provide 7x24-hour studio and computer lab access for all students to give them access to workspaces and technology. In addition, the Faculty has a new IT equipment acquisition program which will give all students access to scanners and printers of the highest calibre. The usage rate for the computer labs is very high throughout the day and night. Usage of the studio space in the evenings is lower, but varies through the semester. Day usage rates are very high. In part this is the result of Faculty success in attracting students from all over Sydney, interstate and internationally. For distant Sydney residents, this has meant long travel times for many students, and hence a reluctance to work at the Uni late. To counter this, the Faculty is committed to upgrading networking to allow students to access peripherals and teaching materials from off campus.

2.7 **2004 review team comments**

2.8 **2004 review team conclusions**

2.9 **Details of implementation (including time line if appropriate)**

SER SECTION 3

GOAL 3: EXCELLENCE IN RESEARCH: *The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.*

3.1 Objectives

- To strengthen the Faculty's performance in research by consolidating, supporting and expanding critical masses through the allocation of funds, staffing and other resources into *areas of strength*, each area defined in terms of internationally competitive research, scholarship or creative work.
- To nurture new innovations by exploring other areas of potential international strength and, if deemed desirable and feasible, developing strategies for creating areas of research strength in Architectural Education, Design Management, Environmental Sustainability and others as may arise.
- To increase the diversity of sources and amounts of research funding, in particular to increase the number and amount of nationally-competitive, industry and consulting research grants.
- To increase the number of research and scholarly publications, citations and impacts, in particular to increase refereed research and scholarly publications.
- To enhance the Faculty's research infrastructure and increase the research supervisory capacity of the Faculty by ensuring that all future academic appointments are based on both teaching and research excellence and in relation to the Faculty's areas of strength.
- To provide a first-class infrastructure for research students, including improving research student supervision, facilities, equipment, support services and the overall research student experience.
- To initiate and support other ideas and activities which will increase the quality and quantity of research, scholarship and other leading-edge creative activities of the Faculty.

3.2 Policies, processes and practices

- The faculty exploits its diversity through collaboration with other units in the college, including Computer Science and Engineering.
- The faculty is active in research across all its disciplines. This includes basic and applied research in architecture, architectural history and theory, design science, environmental performance of buildings, planning, urban design and computing and cognition.
- Regular visiting scholars of international and national standing strengthen the Faculty's research ties. There may be up to 6 visiting scholars in the Faculty at any given period.
- All staff have allocated funds for conference travel and research.
- Allocated research funds provided by the faculty are weighted towards early career researchers. More experienced researchers are expected to access external funding.
- A mentoring program for researchers busy developing a profile is under development.

3.3 Outcomes

- In national benchmarks, the Faculty is at average or above average in all significant areas.
- Overall, based on research income per FTE, the Faculty is clearly one of the 2 best performers nationally.
- Non-category 1 income is at the national average.

3.4 **Stakeholder feedback**

3.5 **Quality assurance processes**

- Associate Dean (Research) monitors staff output using DEST research performance data.

3.6 **Evaluation**

- Non-category 1 income is at G6 average. This an area where the Faculty needs to expand. Since the 2000/2001 figures, the Faculty has received CRC funding (CRC Construction Innovation).
- Research performance, although strong in comparison to other G8 faculties, is uneven. Within the faculty there are areas of underperformance when compared to the rest of the university.
- The Faculty needs to collect broader performance data, apart from DEST figures, in order to more accurately gauge staff research performance and acknowledge research diversity.

3.7 **2004 review team comments**

3.8 **2004 review team conclusions**

3.9 **Details of implementation (including time line if appropriate)**

SER SECTION 4:

GOAL 4: INTERNATIONALISATION *The University of Sydney will enhance its position as a university of high standing in the international community of scholars.*

4.1 Objectives

- To maintain and further develop teaching of the highest international standards for overseas students (evidenced through continued accreditations, increased international demand for entry, demand by international graduates for further study and international industry demands for graduates).
- To increase the number of top-quality full-time international students in undergraduate and graduate programs.
- To increase the number of Study Abroad, Exchange and distance-located-local-students (ie, locally enrolled international students) in the Faculty.
- To increase local students' participation in international Exchange Programs.
- To develop educational off-shore programs for local and international students.
- To provide content relevant to promoting international and multicultural knowledge, awareness and understanding of the Faculty's disciplines.
- To increase the numbers of staff with international and cross-cultural expertise.
- To encourage international cooperation in research and teaching.

4.2 Policies, processes and practices

- Establish formal links – Memoranda of Understanding and specific research and teaching exchange collaborations – that will lead to increased international research and teaching opportunities.
- Develop the growth in international fee-paying coursework students, Study Abroad and distance-located-local-students.
- Continue to broaden the staff profile so as to foster both a greater international profile and greater international expertise within the Faculty.
- Explore opportunities for staff to participate in international initiatives, research and teaching including opportunities to contribute to less-developed countries in the region.

4.2 Outcomes:

- Several new staff from international backgrounds – recent appointments include from Egypt, Turkey, Austria, Belgium, the USA (of Vietnamese background), and China.
- International research projects by several members of staff, eg, Armstrong in Korea, Rubbo in India.
- International projects (such as World Bank and Asian Development Bank projects) allowing students to travel to Vietnam and Cambodia.
- Activity relating to agreements with institutions overseas – several new MoUs and Exchange Agreements, especially with comparable universities and faculties in the Asia Pacific
- Renewal and initiation of new student exchange programs in China, Japan, the USA and Europe.
- International student numbers have continued to rise – now ca 21% of the Faculty – considered a comfortable number.
- International student progress rates have been excellent.
- Student numbers have increased marginally on special programs, study abroad and exchange schemes.

- Continued emphasis on programs/majors/units of study with an international focus, especially with an emerging Asian focus. The Faculty, thanks to recent appointments and research directions of some continuing staff members, now has a very strong research emphasis on East Asian Architecture and Urban Affairs.
- International links (research, consulting, student exchange, collaboration) continue to expand.
- The Dean and Faculty are considering appointing a new Assistant Dean (International Affairs) from 2005.

4.4 **Stakeholder feedback**

- Quality of customer service has been a concern for some graduate coursework students, though overall the level of service has been seen as quite satisfactory; as many graduate coursework students are international students, especially in the four digital suite programs, this is of great interest. Satisfaction has been as follows: 2003: 66%; 2002: 73%; 2001: 69%; 2000: 75%.
- Informal feedback from international students, especially to the Student Admissions Advisor, who serves as an informal international student advisor in the Faculty, has been very positive, including from international graduate research and coursework students, international undergraduate students and international exchange and study abroad students.

4.5 **Quality assurance processes**

- Other than informal monitoring through the Student Administration Centre and the Student Admissions/International Student Advisor, no formal QA processes have been put into place. This is an area for development. The SAC is about to advertise for a new Student Administration Officer whose portfolio will include international matters in liaison with the International Office but to provide a first-port-of-call for students in the Faculty.

4.6 **Evaluation**

- Will be done once the new SAC Officer is appointed.

4.7 **2004 review team comments**

4.8 **2004 review team conclusions**

4.9 **Details of implementation (including time line if appropriate)**

SER SECTION 5:

GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS *The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.*

5.1 Objectives

- To engage the Faculty with its professions, including but not limited to developing a robust Faculty of Architecture Alumni Association and Dean's Council, and maintaining professional and industrial involvement in curriculum development through external Program Advisory Committees.
- To continue to be a provider of high quality continuing professional development education.

5.2 Policies, processes and practices

- Encourage staff to undertake joint research and high-level consultancies with professional and industrial partners.
- Support the involvement of members of the Faculty in outside professional practice and creative activity on the cutting edges of the disciplines and of national and international stature.
- Support the development of the Faculty's Alumni Association.
- Support staff involvement in professional associations and activities.
- Establish external Professional Advisory Committees for each of the undergraduate and graduate programs.
- Establish a Dean's Council to assist with external relations including private-sector fundraising.

5.3 Outcomes:

- The Faculty is fully engaged with all the relevant professions – architecture nationally and state, urban planning nationally and state, urban design, illumination design, building services, facilities management, etc. Members of academic staff serve on many of the major professional bodies. We routinely host lectures and seminars for professional bodies or co-host them with those professional bodies, most often in the Wilkinson Building or elsewhere on Campus for larger lectures and events. Whereas the Faculty had severely deteriorated relations with the relevant professions some years ago, they are now all in very good shape.
- The Faculty, through the office of the Dean, has continued to support the Alumni Association, which the Dean and his office were instrumental in helping to establish in 1998 (eg, we host the monthly Alumni Council breakfasts in our Conference Room, support the Alumni Association in its mailouts regarding events, incorporate their information in a joint Faculty/Alumni Association newsletter, etc.).
- Each undergraduate and graduate program has now nominated a Professional Advisory Committee – some PACs have met; others are about to be inaugurated; all will meet at least annually to give any and all advice to the academic program coordinator and staff regarding the respective programs.
- Students are well placed in industry/professional positions.

- The Faculty maintains strong links with industry/professions/professional associations/government agencies and professional regulatory bodies.

5.4 **Stakeholder feedback**

- All the feedback from the Alumni Association and the large majority of feedback from the various professional associations that interact with the Faculty is that the Faculty's teaching and research programs are very highly regarded in the professional community.

5.5 **Quality assurance processes**

- Informal monitoring through the Office of the Dean and the Council of the Alumni Association.

5.6 **Evaluation**

- A new Development Officer is in the process of being hired by the Faculty, to be supported by a PT Alumni Officer. Evaluation of professional contacts through the alumni and Friends of the Faculty will be monitored by them.

5.7 **2004 review team comments**

5.8 **2004 review team conclusions**

5.9 **Details of implementation (including time line if appropriate)**

SER SECTION 6:

GOAL 6: EFFECTIVE MANAGEMENT *The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.*

6.1 Objectives

- To manage the human, financial and other resources of the Faculty equitably, efficiently and effectively.
- To strengthen the academic staffing to ensure the identified areas of strength, possible areas of strength and other teaching necessities are adequately staffed with an appropriate range and diversity of academic staff.
- To engage in ongoing, annual strategic planning so that decision-making, investments in staff, facilities and resources will be directed toward widely accepted goals for enhancing the nature and quality of education and research in the Faculty.
- To do all of this with a cautious eye to the future, and with sensitivity to the fact that too much change can have an adverse effect on morale, ie, the need for some stability in the midst of needed strategic changes to the environment in the interest of staff and their work.

6.2 Policies, processes and practices

- Following consultation throughout the Faculty, consider reorganising the general staff to provide more satisfying employment opportunities for themselves and to provide improved and more effective support for academic staff and students.
- Develop and implement a fair, equitable and transparent distribution of workload across both academic and general staff within the Faculty.
- Encourage more open debate on pedagogic issues, on broader teaching and research academic issues and on still broader issues of the quality of planning and design of the built environment.

6.3 Outcomes:

- The staffing profile of the Faculty has been changed ca 50% in the past six years, that is, 50% of the academic staff and about 33% of the general technical and administrative staff are new to the Faculty since 1998.
- All new academic staff are now required to undertake ITL programs; leadership programs are routinely advertised to all staff, with the take-up greatest in the general administrative staff.
- Staff turnover has continued, with a number of retirements including a couple of voluntary early retirements.
- Staff promotions have continued, with a very close to perfect success rate. All staff are strongly encouraged to look toward promotions, and to prepare themselves in the best possible way.
- The financial and other resources of the Faculty have been managed in a reasonably equitable, efficient and effective manner, with steadily increasing Faculty income, judicious cost savings, and dispersion of funds to areas of long-term strategic importance (most critically for new academic and general staff, followed by infrastructure development in terms of the building and ITC and other equipment support).

- The academic staff have been strengthened in areas of strength (ie, building on our strengths, rather than trying to be everything to everyone). In this regard, the Faculty continues to build strength in five main disciplinary areas – Architecture & Allied Arts, Architectural & Design Science, Design Computing & Cognition, Environment Behaviour & Society, and Urban & Regional Planning & Policy. Other smaller areas are associated with one or more of the major five areas of strength (eg, Urban Design with both Architecture and Urban Planning, Facilities Management with both Architectural Science and EBS, Sustainable Design ultimately across the entire Faculty). A careful tally is kept of current and needed areas of strength and other teaching necessities to insure all areas are adequately staffed with an appropriate range and diversity of academic research and teaching staff.
- The Faculty currently is engaged in a major revamping of its strategic plan, being coordinated by a Strategic Planning Working Party to insure annual strategic planning so that decision-making, investments in staff, facilities and resources will be directed toward widely accepted goals for enhancing the nature and quality of research and teaching in the Faculty.

6.4 **Stakeholder feedback**

- Recent reviews have been conducted of the ITC, Academic Support and Student Administration Centres, involving staff and student feedback. These reviews have resulted in the hiring of new staff for each centre to better align staff resources to current and perceived continuing and evolving needs.

6.5 **Quality assurance processes**

- The Faculty was one of the first at least in CST to develop 3-year forward planning on all aspects of its operations, in the light of 2 years of previous results. A rolling 5-year staffing profile, infrastructure profile and budget are maintained and updated semi-annually.
- The Faculty was also one of the first to do quarterly reviews of all budgetary devolved centres, and continues to do those in a more orderly fashion now using CST methodology that has been put in place across the College.

6.6 **Evaluation**

- The Faculty's staffing profile and budget are both robust, with many new staff from around the world bringing new research and teaching ideas, and with the budget continuing to rise so that long-overdue staff vacancies and infrastructure needs could be met.
- In addition to ca 50% new academic staff in the past six years, the Faculty is in the midst of an ambitious but sorely needed and long-overdue refurbishment and expansion to all teaching and research spaces in the Wilkinson Building. The Capital Development Plan of the University has supported this, with considerable user funds from the Faculty, generous private donations and generous matching funds from CST.

6.7 **2004 review team comments**

6.8 **2004 review team conclusions**

6.9 **Details of implementation (including time line if appropriate)**

SER SECTION 7:

GOAL 7: SERVICE TO THE COMMUNITY *By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally*

7.1 Objectives

- To continue to be a recognised source of expertise for the professions and the community, and to make significant contributions to the professions and the community.
- To continue to be recognised via undergraduate programs for work with communities, including less advantaged communities.
- To seek greater recognition from the University through its performance indicators for service to the community.

7.2 Policies, processes and practices

- Encourage and recognise the involvement of staff and research students in public debate and community based activity through advice to community groups and involvement in the media.
- Ensure the maintenance of a community focus within the undergraduate curriculum.
- Ensure that the curricula of graduate programs maintains relevance to the professional communities that they serve.
- Encourage and recognise the involvement of staff and students in community-based activity, including in less advantaged communities.
- Electives are offered in the architecture programs that specifically examine community issues.
- In 2004 3rd year architecture students are working with the Government Architect as part of the Year of the Built Environment.
- Involvement of architecture staff with the Royal Australian Institute of Architects' research committee to formulate research projects that are of particular interest to the Institute.

7.3 Outcomes

- Strong ties across UG and G coursework programs to relevant professions.
- Wide recognition among related professions of the programs offered in the Faculty, and strong demand for G programs among practicing professionals.
- Extensive lecture program featuring key local and international practitioners from architecture, planning and design computing and cognition. These are open to the public, and are generally free.
- Tutors and guest lecturers drawn from practice are integral to the teaching within the Faculty. This ensures that links to the professions are maintained.
- The Faculty hosts 3 research centres conducting research in the community at large on issues of public interest. These are the IB Fell Housing Research Centre, the newly reconstituted Planning Research Centre and the Australian Housing and Urban Research Institute (AHURI) Housing & Urban Research Centre. Through their work the Faculty has retained a high profile in the broader community for its policy and strategy work, especially in the areas surrounding the University campus.

- Student projects are often set in areas where students need to confront community issues such as appropriate development and social disadvantage.

7.4 **Stakeholder feedback**

- Support from the professions is high for the relevance of the programs offered.
- Attendance at public lectures varies, but may be in the hundreds for a prominent speaker.
- The director of the IB Fell centre, Col James, was awarded an AM in 1997 for services to the community. The Royal Australian Institute of Architects has also acknowledged him.

7.5 **Quality assurance processes**

- Accreditation visits by the relevant architectural and planning accreditation boards monitor program relevance.
- Each program has an advisory board, drawn from the profession, which advises on content and its community relevance.
- Program committee monitor curriculum content and advise on whether there is sufficient program interaction with the community.

7.6 **Evaluation**

- From all indicators, the Faculty enjoys very strong professional and community relations
- The Faculty supports the relevant professions, and serves several local communities including Planning NSW, the City of Sydney and the Redfern Community.

7.7 **2004 review team comments**

7.8 **2004 review team conclusions**

7.9 **Details of implementation (including time line if appropriate)**

SER SECTION 8: EVALUATIVE SUMMARY OF THE FACULTY'S EFFECTIVENESS IN CONTRIBUTING TO THE UNIVERSITY'S GOALS

GOAL 1: QUALITY TEACHING AND LEARNING

- The Faculty of Architecture has a goal very similar to that of the University's 1-5-40. We aim to be the best provider of quality teaching and learning in architecture and related disciplines of the built and designed environment in Australasia, within the top 5 in the Asia Pacific region, and among the best 40 or so in the world. At the present time, we are considered the top provider in the NSW region including the ACT, are arguably the best in Australia, and clearly recognised among the best in the Asia Pacific, with a growing reputation world-wide. We will continue to maintain and enhance our position as the leading provider of high quality undergraduate and graduate teaching in Australia and among the recognised leaders internationally.

GOAL 2: DIVERSITY, ACCESS AND EQUITY

- The Faculty continues to provide access to tertiary study and appropriate support for students (with one notable exception) from a diversity of backgrounds, and will continue to do so.

GOAL 3: EXCELLENCE IN RESEARCH

- While the research scholarship and creative work profile of some parts of the Faculty is absolutely of international rating, and while the Faculty is the best of its type in terms of research and scholarship in Australia by a long margin, our absolute performance is dismal. The main problems seem to be two-fold: unevenness across the Faculty with some areas of true international strength and recognition, others of emerging strength, but two of languishing international regard; and continued excessive teaching workload perhaps compounded by not the most efficient teaching practices in those areas of low research productivity. The Faculty thought the Dean and the new Associate Dean (Research) and with the support hopefully of a redefined Research Support Officer, are taking on these challenges head-on with the expectation of a vast improvement over the next two years. The Faculty will then, hopefully, join the rest of the University in its reputation as an institution where pure and applied research, scholarship and cutting-edge creative activity are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the Asia Pacific.

GOAL 4: INTERNATIONALISATION

- The Faculty enjoys a recognized position, especially in the Asia Pacific but growing elsewhere in the world as a faculty of high standing in the international community of scholars.

GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

- The Faculty has cemented its relations with the professions and industries with which it engages, continues to make significant contributions to the well-being and enhancement of the wide range of professions and industries with which it engages, and is widely recognised for these engagements and contributions.

GOAL 6: EFFECTIVE MANAGEMENT

- The Faculty has greatly improved its position as an efficient, effective and responsible Faculty meeting the needs of students and staff, and committed to quality in all aspects of its operations.

GOAL 7: SERVICE TO THE COMMUNITY

- The Faculty continues to provide knowledge and service to the community, and is recognised as a major force and leader in the creation of ideas and practical solutions to state, city and local community problems.